

Black Horse Pike Regional School District

580 Erial Road, Blackwood, NJ 08012

English as a Second Language Beginner Level

COURSE OF STUDY

World Language Department

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BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT
Triton Regional High School
World Language Department
ENGLISH AS A SECOND LANGUAGE BEGINNER LEVEL
Grade 9-12

Course Description:

This is a beginner level course for English language learners who possess a proficiency level of “entering” to “beginning” as defined in the WIDA Consortium CAN DO Descriptors. In this class, students can expect to address the five English language development standards necessary to communicate information, ideas and concepts in the following areas:

- Social and Instructional Language
- The Language of Language Arts
- The Language of Mathematics
- The Language of Science
- The Language of Social Studies

Therefore, the units covered in this course are content driven to support students’ academic language development needed to engage with peers, educators and content curriculums.

Within the framework of the WIDA’s CAN DO Descriptors and language standards, students will develop proficiency in the four domains of language: listening, speaking, reading and writing.

Grading Scale

Homework/Classwork	Minor Assessments	Major Assessments	Projects
20%	25%	40%	15%

Course Expectations:

1. Keep an organized binder.
2. Apply learned vocabulary and grammar to reading, writing, speaking, and listening comprehension assignments.
3. Complete all assignments and projects.
4. Attend class on time and prepared.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: ELL Beginner

Course Number: 050100

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: ELL Beginner – Unit 1 High Frequency Learning Verbs</p>	<p>Unit Summary: The goal of this unit is to equip students, who are functioning at an entering or emerging level of English language proficiency, with basic to moderate level learning verbs necessary to function in an academic classroom and apply in content areas. They will examine and practice high frequency learning verbs through activities and tasks that are common across content curriculums.</p>
<p>Grade Level(s): 9 - 12</p>	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What is an action verb? 2. What verbs are essential for following instructions in a classroom? 3. What verbs are essential to completing academic tasks and assessments? 4. What application is necessary for high frequency learning verbs? 5. What skills are assessed through learning verbs? 6. How does the application of learning verbs demonstrate comprehension of a concept? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. Action verbs convey something is being or to be done. 2. Recognize learning verbs to enable access to fundamental comprehension of instructions. 3. Complexity exists in the implementation of learning verbs used in a classroom. 4. Through deciphering learning verbs, you can demonstrate your level of knowledge and understanding. 5. The application of a specific skill is directed through learning verbs. 6. Learning verbs are used to assess comprehension and knowledge.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>WIDA or NJCCCS or CCSS</u>
1. Identify and define high frequency learning verbs.	1. WIDA Standard 1
2. Spell the learning verbs using the English alphabet.	2. WIDA Standard 1
3. Differentiate between the learning verbs.	3. WIDA Standard 1
4. Recognize oral commands verbalized through learning verbs.	4. WIDA Standard 1
5. Interpret the tasks and skills connected to the learning verbs.	5. CCSS.ELA.SL.6.2; WIDA Standards 3 & 5
6. Apply the learning verbs accurately.	6. WIDA Standard 1

Inter-Disciplinary Connections:

Language Arts Literacy – Define terms; identify main ideas and supporting details in short, linguistically simplistic, bodies of text

Science – Classify groups of living organisms

Math – Interpret graphs and charts

Social Studies - Examine the cause and effect of an illustrated scenario; compare and contrast two or more subjects, analysis maps.

Technology- Use student responders to select a suitable learning verb to approach tasks projected on the Smart Board.

Students will engage with the following text:

- *Daily Reading Activities Fall*
- *Skills Sharpener*

Students will write:

- Modified Cornell Notes.
- Definitions and visual labels for high frequency learning verbs.
- Graphic organizers to solidify understanding of specific learning verbs.
- Basic short answer responses specific to tasks requiring the application of learning verbs.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Direct instruction
- Modified Cornell Notes
- Repeat the pronunciation of key terms.
- Match the learning verb to the definition.
- Follow oral instructions to practice low level learning verbs.
- Complete exercises practicing the spelling and definitions of high frequency learning verbs.
- Evaluate the visual and determine the applicable learning verb.
- Interpret charts and graphs.
- Read the text and determine main idea and supporting details.
- Compare and contrast basic elements found in provided visuals.
- Infer the map type by examining its features.
- Illustrate the basic vocabulary provided.
- Identify the cause and effect of the given scenarios.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

- Daily warm-up activities
- Homework assignments.
- Respond to oral directions and comprehension checks.
- Skills packet interpreting information found in charts, graphs, maps and visuals.
- Quiz demonstrating comprehension of skills connected to high frequency learning verbs.
- Student centered activities that engage them in practicing the skills associated with the learning verbs.

Accommodations/Modifications:

- Provide word walls prominently displayed for reference and support.
- Use of simplified language supported with visuals.
- Instructor to model for students to emulate the skills inherent to learning verbs.
- Use of different colors, bold faced and italicized text to focus students' attention on key words.
- Provide a review quizzes.
- Reuse examples and tasks previously presented in lessons and activities.

Summative Assessments:

- Unit test
- End of marking period benchmark assessment

Accommodations/Modifications:

- Include familiar visuals.
- Use simplified language for directions and tasks.
- Limit answer choices and/or supply word bank.
- Reuse examples and tasks previously presented in lessons and activities.
- Chunk assessments into portions.
- Provide study guide prior to assessment.
- Allow for extended time.
- Highlight, underline, or bold key terms.

Performance Assessments:

- Create and complete an activity that requires the application of (2) assigned learning verbs.

Accommodations/Modifications:

- Arrange cooperative learning groups to ensure effective work and socialization skills.
- Select learning verbs for each group that are suitable for group's proficiency level.
- Provide simplified step-by-step instructions.
- Provide a simplified rubric.
- Solicit group proposal for project approach.
- Provide a model of finished product.
- Allow for extended time.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: ELL Beginner

Course Number: 050100

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: ELL Beginner – Unit 2 Describing People</p>	<p>Unit Summary: The goal of this unit is to develop the social language students need to describe peoples' physical characteristics and personality traits. To increase the level of proficiency necessary to describe self and others, students will conjugate the verb <i>be</i> to discuss states of being, and the verb <i>have</i> to indicate possession of specific traits and characteristics. Students will construct negative and interrogative statements using the helping verb <i>do</i>. They will also link nouns and subject pronouns as they relate to gender. Students will categorize common nouns used to identify males vs. females and adjectives used to describe age, physical characteristics, and personality traits.</p>
<p>Grade Level(s): 9 - 12</p>	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What are the subject pronouns? 2. What are the conjugations of the verb <i>to be</i>? 3. What use of the verb <i>be</i> applies when describing peoples' physical and personality traits? 4. How are the interrogative and negative formed with the helping verbs <i>be</i> and <i>do</i>? 5. What part of speech are people? 6. What common nouns are commonly used to identify people? 7. What categories of nouns are used to describe the physical appearance of people? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. Subject pronouns (I, you, he, she, it, they, we) are used to replace the subject (person or thing) of a verb. 2. The verb <i>be</i> (am, is, are) is conjugated according to person in the present tense. 3. The verb <i>be</i> is one of the most commonly used verbs in the English language, as it is used for states of being. 4. The helping verb <i>do</i> is often used to construct the negative and the interrogative forms. 5. Words and names that signify people are nouns and are either common or proper. 6. There common nouns (man, woman, boy, girl, etc.) that specify gender and relation. 7. Physical traits are usually described in terms of height, weight, complexion, hair and eye color, and age or stage of life. 8. There are specific adjectives used to describe height, weight, complexion, hair and eye color, and age or stage of life. 9. Personality is described using a variety of adjectives.

8. What adjectives are commonly used to describe a person's physical appearance?	
9. What adjectives are used to describe different personality types?	

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>WIDA or NJCCCS or CCSS</u>
1. List the subject pronouns according to person and gender.	1. WIDA Standard 1
2. Conjugate the verbs be, do and have.	2. WIDA Standard 1
3. Construct the negative and interrogative forms.	3. WIDA Standard 1
4. Differentiate between physical and personality traits.	4. WIDA Standard 1
5. Identify categories of nouns used to describe physical appearance.	5. WIDA Standard 1
6. Describe physical characteristics using adjectives.	6. WIDA Standard 1
7. Determine the stages of life by the range of ages.	7. WIDA Standard 1
8. Identify the common nouns used to indicate males versus females.	8. WIDA Standard 1
9. Describe personality traits using adjectives.	9. WIDA Standard 1
10. Articulate a description of a classmate.	10. CCSS.ELA.SL.5.6
11. Pose and respond to specific questions about personality using the correct language and form.	11. CCSS.ELA.SL.5.1.C
12. Survey the personality traits of (5) classmates and chart the results.	12. WIDA Standard 3
13. Write a self description.	13. CCSS.ELA.W.8.2.D
14. Write a comparison text about yourself and a family member.	14. CCSS.ELA.W.6.2A

Inter-Disciplinary Connections:

Language Arts - Write descriptive text describing your physical appearance and personality. Write an expository text comparing yourself to a family member.

Math – Create a bar graph charting the results of a class survey.

Technology – Manipulate Smart Board to match vocabulary to visuals.

Students will engage with the following text:

- *Skills Sharpener*
- *Oxford Picture Dictionary Exercise Book*

Students will write:

- Questions and responses for a personality survey of (5) classmates.
- A descriptive text describing his/her appearance and personality.
- A comparison writing sample describing the physical characteristics and personality traits of themselves and a family member.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Direct instruction.
- Modified Cornell notes.
- Repeat the pronunciation of key terms.
- Label subject pronoun visual.
- Verb chart conjugating *be*, *have*, and *do*
- Label visuals exemplifying physical characteristics: age, height, body type, hair type, hair and eye color, and complexion.
- Complete graphic organizer to categorize the adjectives used to describe physical characteristics under the proper heading.
- Examine visuals and describe the person's physical appearance using the learned vocabulary.
- Label visuals used to exemplify personality traits.
- List common nouns used to describe males and females.
- Correct subject verb agreement for the verbs *be* and *have*.
- Read a short body of text and highlight all the adjectives used to describe the character in the text. Answer WH questions following the reading to check for comprehension.
- Practice formulating questions and the negatives using the helping verb *do* and the verb *be*.
- Listen to the instructor describe a person's picture displayed on the board; write the characteristics and traits they hear; and then determine which illustration was verbalized.
- Assign personality traits via visual clues in facial expressions and body language.
- Guess Who? Write sentences describing a classmate physical characteristics and personality. Orally read to classmates who will guess the person being described.
- Write a descriptive essay about your appearance and personality.
- Write a comparative essay comparing and contrasting yourself to a family member.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

- Daily warm-up activities.
- Homework assignments.
- Respond to oral comprehension checks.
- Write statements practicing the language of physical descriptions, age, and gender.
- Indicate the common gender related nouns that are suitable for you and the family members in your household.
- Study photos of random people, listen to the physical description and determine which picture is being described.
- Orally describe a classmate's personality.
- Correct the affirmative statement, the negative statement, or question using the proper conjugation of the verbs *be* and *have*, and the helping verb *do*.
- Quiz on physical characteristics.
- Quiz on personality traits.
- Write a self description.

Accommodations/Modifications:

- Provide word walls with visuals prominently displayed for reference and support.
- Use of simplified language supported with visuals.
- Model writing samples for reference.
- Use of different colors, bold faced and italicized text to focus students' attention on key words.
- Provide a review sheet for quizzes.

Summative Assessments:

- Unit test
- Comparison writing assignment
- End of marking period benchmark

Accommodations/Modifications:

- Incorporate familiar visuals.
- Provide a study guide.
- Use simplified language.
- Limit answer choices.
- Chunk assessments into portions.
- Reuse examples previously presented in lessons and exercises.
- Allow for extended time.
- Highlight, underline, or bold key terms.

Performance Assessments:

- **Guess Who?** Guess which classmate's personality has been describe in an oral depiction.
- **Personality Survey:** Survey five classmates regarding his or her personality traits. Practice forming questions using the verb *to be* and yes/no responses. Translate findings into a bar graph.

Accommodations/Modifications:

- Provide written model for Guess Who? Performance assessment.
- Template for survey questions.
- Model requirements for creating a bar graph.
- Provide the option of working with a partner.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: ELL Beginner

Course Number: 050100

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: ELL Beginner – Unit 3 Water and Weather</p>	<p>Unit Summary: The goal of this unit is to develop the language of science students need to understand and describe the water cycle; the difference between weather and climate; and weather phenomena and conditions. Students will acquire the vocabulary to articulate current weather conditions, precipitation, and the typical climates of specific regions. Students will also be able to discuss the practices of water conservation.</p>
<p>Grade Level(s): 9 - 12</p>	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What tense is used to discuss the water cycle and climate? 2. What tenses are used to discuss current weather conditions? 3. What is the rule for 3rd person singular? 4. What part of speech does the suffix –tion indicate? 5. What are the sources of water found on Earth? 6. How does water move a continuous cycle? 7. What are different types of precipitation? 8. How are weather and climate different? 9. Which two factors determine climate? 10. What are different types of weather phenomena? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. The present simple is used to discuss the water cycle, climate and weather phenomena. 2. The present simple and the present continuous are used to talk about current weather conditions. 3. Add –s or –es to the verb for the third person singular. 4. Suffixes indicate the part of speech of a word. 5. There are sources of fresh water and salt water on the planet. 6. The water cycle is the continuous movement of water on, above and below the surface of the Earth. 7. The different types of precipitation are rain, snow, sleet, and hail. 8. Weather reflects short-term conditions of the atmosphere while climate is the average daily weather for an extended period of time at a certain location. 9. Climate is described in terms of temperature and precipitation over a period of time. 10. Severe weather such as hurricanes, tornadoes, hail, and thunderstorms are considered weather phenomena. 11. The Earth has a finite amount of water and only 3% is fresh water. Simple practices in the home can help reduce water usage.

<p>11. Why is water conservation important and what are practices to conserve it? </p>	

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>WIDA or NJCCCS or CCSS</u>
<ol style="list-style-type: none"> 1. Implement the present simple to discuss the water cycle, weather, and climate. 2. Form the present continuous to discuss current weather conditions. 3. Explain the rule for 3rd person singular. 4. Identify sources of fresh water and salt water on Earth. 5. Define and explain the continuous movement of the water cycle. 6. Distinguish between the different forms of precipitation. 7. Describe various weather conditions. 8. Define climate. 9. Differentiate between weather and climate. 10. Identify different weather phenomena. 11. Compare and contrast the different climate regions around the globe. 12. Summarize the water cycle. 13. Explain water conservation and practices. 	<ol style="list-style-type: none"> 1. WIDA Standard 4 2. WIDA Standard 4 3. WIDA Standard 1 4. WIDA Standard 4 5. Science- 5.4.8.F.3 6. WIDA Standard 4 7. Science – 5.4.4.F.1 8. Science – 5.4.6.F.2 9. Science- 5.4.8.F.3 10. WIDA Standard 4 11. Science - 5.4.12.F.2 12. CCSS.ELA.W.8.2.D 13. WIDA Standard 4

Inter-Disciplinary Connections:

<p>Language Arts – Summarize the process of the water cycle.</p> <p>Math - Average the temperature and precipitation of a given region.</p> <p>Social Studies - Describe climate and current weather conditions in various geographic regions.</p> <p>Technology – Use the internet to research the current weather conditions and typical climates in regions. </p>

Students will engage with the following text:

- *Earth: The Water Planet*; Benchmark Education
- *Discover Water*; Benchmark Education
- *Earth Science Adapted Reading and Study Workbook*; Prentice Hall
- *Wonders of Science - The Earth and Beyond*
- *Prime Science Climate*
- *Prime Science Weather*
- *Prime Science Severe Weather*

Students will write:

- A summary about the water cycle
- Comparative statements concerning current weather conditions locally and in home countries.
- Descriptions of the different climates in the world.
- Brainstorm ideas on how to conserve water.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Record modified Cornell Notes.
- Recognize the different types of weather conditions and precipitation illustrated.
- Define key terms.
- Categorize the nouns and verbs of the water cycle.
- Define and draw the terms used to explain the water cycle.
- Draw the full continuous movement of the water cycle.
- Read short passages summarizing the water cycle.
- Examine the sentence structure and language concepts to discuss water, weather, and climate.
- Identify base words, suffixes, and their meaning using a graphic organizer.
- Label visuals used to exemplify weather conditions.
- Listen and draw the terms for weather condition or phenomena verbalized by classmates.
- Examine how weather patterns relate to a region's climate.
- Interpret a line graph plotting climatic conditions.
- Word maps of vocabulary terms needed to describe weather conditions.
- Concept connections that link water, weather, and climate.
- United Streaming Video on the water cycle, weather and climate and video focus questions.
- How do we use water and what are practices for conservation?

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

- Daily Warm Up activities for comprehension checks
- Analogy concept check
- Complete diagram of the water cycle; write a brief description for each part of the cycle
- Summarize the water cycle
- Recreate own depiction of the water cycle
- Identify weather conditions and phenomena
- Compare and contrast current weather conditions in New Jersey to country of origin
- Evaluate the climates of regions around the world
- Quiz on the water cycle
- Quiz on weather and climate
- Web quest researching climates typical around regions of the world

Accommodations/Modifications:

- Water cycle poster and visuals and terms prominently displayed for reference and support.
- Use of simplified language supported with visuals.
- Allow students the option to work in pairs.
- Use of different colors, bold faced, and italicized print to focus students' attention on key words.
- Model summary assignment.

Summative Assessments:

- Unit test
- End of marking period benchmark

Accommodations/Modifications:

- Include familiar visuals.
- Use simplified language.
- Limit answer choices.
- Reuse examples previously presented in lessons and exercises.
- Reuse graphic organizers and diagrams previously learned.
- Allow for extended time.

- Provide word bank.
- Highlight, underline, or bold key terms.
- Chunk assessments into portions.
- Provide a study guide.

Performance Assessments:

- Create a bar graph showing seasonal temperatures and precipitation of a region.
- Select and translate the research of one climate region and craft a poster illustrating and explaining its typical climate conditions.

Accommodations/Modifications:

- Model requirements for creating a bar graph.
- Demonstrate on Smart Board the steps and website to research one climate region.
- Provide the option of working with a partner.
- Provide a simplified rubric for poster project.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: ELL Beginner

Course Number: 050100

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: ELL Beginner – Unit 4 Civics and Government</p>	<p>Unit Summary: The goal of this unit is to develop the language of civics and government students use to understand the fundamental framework of the national government in the United States; the structure and duties held under each branch; the concept of separation of powers; and voting rights and laws.</p>
<p>Grade Level(s): 9 - 12</p>	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What use of the present simple is used to discuss civics and government? 2. What noun types are capitalized? 3. What is a proper noun? 4. What is a democracy? 5. What type of government exists in the United States? 6. What are the three branches of government? 7. Why is the government divided into the three branches? 8. What are the powers of each branch? 9. How is the bicameral legislature divided? 10. What is the president's cabinet and what 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. The present simple is used to discuss truths and generalizations. 2. Proper nouns are capitalized regardless where they occur in a sentence. 3. Proper nouns name a specific, usually one-of-kind, item. 4. A democracy is a form of government in which citizens participate by electing representatives. 5. The United States has a democratic government in that citizens participate by voting for representatives and no branch can amass too much power. 6. The federal government is divided into three branches: the executive branch, the legislative branch, and the judicial branch. 7. Each branch has its own structure, leaders and processes to address specific issues, thus establishing an essential role in the function of government. 8. Each branch of government has its own powers and at the same time the branches work together to assure that the rights of citizens are preserved. 9. Congress is divided into the House of Representatives and the Senate. 10. The Cabinet includes the Vice President and the heads of 15 executive departments and serves to advise the President. 11. Voting is the cornerstone democracy and a fundamental right. An eligible person must be 18 years of age to vote.

purpose does it serve?

11. Why should citizens vote? What are the voting laws? |

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>WIDA or NJCCCS or CCSS</u>
1. Identify the use of the present simple: truths and generalizations.	1. WIDA Standard 1
2. Explain what a proper noun is and how to recognize one.	2. WIDA Standard 1
3. Define democracy.	3. WIDA Standard 5;
4. Identify the three branches of the United States Federal Government.	SS - 6.1.4.A.2
5. Define the key terms associated with each branch.	4. SS - 6.1.4.A.4
6. Distinguish the roles and responsibilities of each of the three branches.	5. SS – 6.1.4.A.5
7. Explain the purpose of separation of powers.	6. SS – 6.1.4.A.5
8. Describe the bicameral chambers of Congress.	7. SS – 6.1.4.A.4
9. Explain why voting is fundamental in a democracy.	8. SS – 6.1.4.A.5
	9. WIDA Standard 5

Inter-Disciplinary Connections:

Language Arts – Identifying the main idea and supporting details in texts. Expository writing and summarizing the separation of powers in the United States government.

Technology - You Tube Video: Three Branches of Government active listening exercise. Microsoft Word for typed summary.

Students will engage with the following text:

- Benchmark Education – *Government and Civics*
- Unites States History Shorts

Students will write:

- Modified Cornell Notes
- Open-ended responses to WH questions.
- A brief expository text fully explaining one of the three branches.
- A summary of the three branches and the powers of each.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Direct instruction.
- Examine illustrations that construct the three branches of government visually.
- Modified Cornell Notes.
- Repeat the pronunciation of key terms.
- Match terms relating to civics and government to the correct definition.
- Fill in a cloze exercise explaining the branches of government.
- Identify the main idea and supporting details in short bodies of text about each branch.
- Identify the powers under each branch.
- Complete a flow chart that delineates the composition, powers, and duties of each branch of government.
- Complete a Venn diagram that compares and contrasts the three branches of government.
- Respond to questions that require reviewing Cornell notes and readings.
- Correct statements about the government practicing proper punctuation for proper nouns and grammar.
- Compose grammatically accurate short answers to open ended WH questions.
- Listening exercise – You Tube Video: Three Branches of Government.
- Explain one branch of government in a written expository text.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM’S LEVELS.



Formative Assessments:

- Warm up activities.
- Homework assignments.
- Respond to oral comprehension checks.
- Apply new vocabulary in cloze exercise.
- Illustrate key terms and concepts verbalized by classmates.
- Recreate graphic organizer depicting the organization of national government.
- Compose an expository text explaining one branch of government and implement appropriate content, form and grammatical structures.
- Quiz on key terms.
- Formative exercise for the three bodies of text explaining each branch.

- Quiz on the three branches of government and practiced language forms.

Accommodations/Modifications:

- Provide word walls and visual supports prominently displayed for reference.
- Use of simplified language supported with visuals.
- Model writing samples for reference.
- Use of different colors, bold faced and italicized text to focus students' attention on key words.

Summative Assessments:

- Summarize the three branches of government
- Unit test
- End of marking period benchmark

Accommodations/Modifications:

- Include familiar visuals.
- Use simplified language.
- Limit answer choices.
- Reuse examples previously presented in lessons and exercises.
- Allow for extended time.
- Provide a study guide.
- Chunk assessment into portions.
- Highlight, underline, or bold key terms.
- Pre-teach the summary assessment via a writing formula.
- Provide a writers check list.

Performance Assessments:

- Foldable assignment examining each branch of government.
- Game: Cooperative groups or pairs to create a review game.

Accommodations/Modifications:

- Template ideas for foldable.
- Arrange cooperative learning groups to ensure effective work and socialization skills.
- Provide a simplified rubric for the review game.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: ELL Beginner

Course Number: 050100

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: ELL Beginner – Unit 5 American Revolution</p>	<p>Unit Summary: The goal of this unit is to develop the language of social studies and to build a foundation of early American history students need to understand colonization, the motivating factors and events that led to the Declaration of Independence and the American Revolution.</p>
<p>Grade Level(s): 9 - 12</p>	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What use of the past simple is used to discuss early colonial America? 2. How is the past simple formed? 3. How are irregular verbs different from regular verbs when using the past simple? 4. Which verb takes the tense when composing questions and negative statements about the completed past? 5. What terms are nouns or verbs depending on context? 6. Where were the original colonies? 7. Who were the relevant groups of people during colonial times? 8. What were the causes of the Revolutionary War? 9. What was the purpose of 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. The past simple is used to indicate completed actions from the past. 2. Add –d or -ed to the main verb, which are deemed regular, for affirmative statements. 3. There is no applicable rule for irregular verbs, they require memorization. 4. The helping verb takes the tense and the main verb stays in the base form. 5. The context in which a word is used dictates part of speech for terms that can be used as a noun or a verb. 6. The original thirteen colonies were settled along the Atlantic Ocean. 7. Colonists, Native Americans, patriots, loyalists and militia were all groups that were involved in the creation of the nation. 8. American colonists resented taxation without representation. Protests against the British emerged. 9. The Declaration of Independence was a formal declaration of independence from the rule of England. 10. The United States Constitution was a unifying document that was developed to prevent the dissolution of the American Republic; and delineated the framework for a national government. James Madison was the architect of the Constitution because of his important role in its drafting and its ratification.

the Declaration of Independence?

10. Why was the United States Constitution written and who was its architect?

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>WIDA OR NJCCCS or CCSS</u>
1. Construct the past simple.	1. WIDA Standard 1
2. Distinguish between regular verbs and irregular verbs.	2. WIDA Standard 1
3. Recognize the use of <i>did not</i> and <i>was/were not</i> to construct the negative.	3. WIDA Standard 1
4. Distinguish the helping verb from the main verb.	4. WIDA Standard 1
5. Understand the helping verb takes the tense and the main verb remains in the base form.	5. WIDA Standard 1
6. Pluralize nouns applying the correct rules.	6. WIDA Standard 1
7. Name and locate on a United States map the original thirteen colonies.	7. SS - 6.1.4.B.2
8. Define key terms related the people; things and verbs of the Revolutionary War.	8. WIDA Standard 5
9. Recognize tax, protest, boycott, rebel, battle can serve as a noun or a verb depending on the context in which the words are used.	9. WIDA Standard 5
10. Examine the tense and form used to discuss the American Revolution.	10. WIDA Standard 5
11. Identify the causes and effects of the Revolutionary War.	11. WIDA Standard 5
12. Sequence the major events that led to the Declaration of Independence.	12. SS – 6.1.4.D.4
13. Explain the importance of the drafting and ratification of the United States Constitution.	13. SS – 6.1.8.A.3.b

Inter-Disciplinary Connections:

Language Arts – Determining the causes and effects that led to the American Revolution.

Math – Interpretation of chart on “Tea Imported from England 1764-1775”

Technology- Use student responders to sequence events and evaluate the effects of these events.

Students will engage with the following text:

- Benchmark Education- *American Revolution*
- United States History Shorts

Students will write:

- Modified Cornell Notes
- Graphic Organizer outlining the cause and effects of events leading to the American Revolution.
- Open –ended responses explaining specific events that led to the Declaration of Independence.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Modified Cornell Notes.
- Map exercise naming and locating the original thirteen colonies.
- Repeat the pronunciation of key terms.
- Matching terms with definitions that are supported with visuals.
- Crossword puzzle – American Revolution Vocabulary.
- Graphic Organizer describing the groups of people involved in the American Revolution.
- Graphic Organizer defining the verbs connected to the American Revolution.
- Read short bodies of text discussing important events that led the Declaration of Independence and the revolution and respond to reading comprehension questions.
- Examine the sentence structure and language concepts.
- Cloze exercise practicing tense, vocabulary and content.
- Rewrite statements written in the present simple to the past simple.
- Observe vocabulary in the illustrations and construct sentences in the past simple.
- Write essential questions in the past simple concerning colonists and grievances toward the British
- Planting the seeds of revolution – evaluate the cause and effects of events that led to the revolution.
- Sequencing key events on a timeline.
- The American Revolution Tense Exercise – highlight verb in statements and rewrite the statement using the past simple; identify the verb type
- Unscramble to construct grammatically correct sentences.
- Read exerts discussing the United States Constitution and James Madison and identify the what, why, who, and how.
- Respond to open-ended questions about the Constitution and James Madison.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM’S LEVELS.



Formative Assessments:

- Warm up activities.
- Homework assignments.
- Respond to oral comprehension checks.

- Locate the original thirteen colonies on a map.
- Determine if vocabulary is used in the proper context.
- Respond to reading comprehension questions.
- Quiz on American Revolution key terms and the colonial map
- Quiz on content, pluralizing nouns, regular and irregular verbs, and using the past simple

Accommodations/Modifications:

- Display vocabulary picture cards and key words prominently.
- Use of simplified language supported with visuals.
- Use of different colors, bold faced and italicized text to focus students' attention on key words.
- Provide a review sheet for formative assessments.

Summative Assessments:

- Unit test
- End of marking period benchmark assessment

Accommodations/Modifications:

- Read and review directions out loud.
- Include familiar visuals.
- Use simplified language.
- Supply word bank.
- Reuse examples previously presented in lessons and exercises.
- Provide study guide prior to assessments
- Allow for extended time.
- Chunk assessments into portions.

Performance Assessments:

- Create a visual timeline sequencing events leading to the American Revolution and write a caption in the past simple for each visual.

Accommodations/Modifications:

- Provide checklist of events to ensure completeness.
- Provide step by step instructions.
- Provide and highlight an example to demonstrate format and requirements.
- Provide the option of working with a partner.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: ELL Beginner

Course Number: 050100

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: ELL Beginner – Unit 6 Scientific Method</p>	<p>Unit Summary: The goal of this unit is to develop the language of science students need to understand the scientific method. Students will learn the necessary vocabulary to engage in inquiry and investigative behaviors rooted in the scientific method.</p>
<p>Grade Level(s): 9 - 12</p>	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What is the imperative? 2. How is the imperative formed? 3. What person is implied when using the imperative? 4. What language is used to sequence? 5. What are the five senses? 6. What body part is used for the sense? 7. How are the senses used in the scientific method? 8. What are the steps of the scientific method? 9. What is a hypothesis? 10. How is a hypothesis written? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. The imperative is used to give instructions and directions. 2. The subject is eliminated when using the imperative. 3. The second person singular or plural is implied when using the imperative. 4. Conjunctive adverbs are used to sequence a process and the adverb is followed by a comma. 5. Sight, hearing, smell, taste and touch allow us to learn and observe. 6. Eyes, ears, nose, tongue, and hands are the five sense organs. 7. One or more of the senses are needed in making an observation, the first step in the scientific method. 8. The scientific method is a way to ask and answer scientific questions by making observations and conducting experiments. 9. A hypothesis is an educated guess. 10. A hypothesis is written as an “if, then” statement.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>WIDA OR NJCCCS or CCSS</u>
1. Know two functions of the imperative.	1. WIDA Standard 1
2. Construct the imperative.	2. WIDA Standard 1
3. Determine the person who is implied when using the imperative.	3. WIDA Standard 1
4. Identify the five senses and sense organs.	4. Science – 5.1.8.A.3
5. Sequence the steps of the scientific method.	5. Science - 5.1.8.A.3
6. Compose a hypothesis.	6. Science - 5.1.8.B.1
7. Conduct an experiment.	7. WIDA Standard 4
8. Recognize the scientific method as a process that results in conclusion.	

Inter-Disciplinary Connections:

Language Arts – Compose a conclusion about experiment.

Math – Calculate word problems and equations presented in the interactive website

Technology – Interactive website askabiologist.asu.edu

Students will engage with the following text:

- Exert from Holt *Biology Chapter Resource File: Biology and You*

Students will write:

- Modified Cornell Notes
- Hypothesizes and results for mini experiments.
- A recap sequencing the processes of the scientific method

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Direct instruction
- Modified Cornell Notes
- Identify and draw the five sense organs and the respective sense.
- Rely on heightened senses to navigate from point A to point B blindfolded.
- Conduct a mini experiment to demonstrate each step of the scientific method.
- Explain the two relevant uses of the imperative and analyze the form.
- Active reading exercise: Scientific Method and define terms using direct text.
- Practice using sequencing language followed by a comma.
- Practice the key terms and their meaning.
- Recognize the suffixes to determine the part of speech.
- Complete a noun and verb chart by examining the suffix of the word
- Complete a graphic organizer sequencing the steps of the scientific method.
- Correct the statements using the correct form and content.
- Cloze exercise sequencing the scientific method
- Create a foldable sequence the steps and using the correct language and form.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM’S LEVELS.



Formative Assessments:

- Warm up activities.
- Homework assignments.
- Respond to oral comprehension checks.
- Vocabulary quiz.
- Sequence the scientific method.
- Scientific method and forming the imperative quiz

Accommodations/Modifications:

- Visuals and terms prominently displayed for reference and support.
- Use of simplified language supported with visuals.
- Check for comprehension on regular basis.
- Use of different colors, bold faced and italicized text to focus students' attention on key words.
- Extend time.
- Provide a study guide for quizzes.

Summative Assessments:

- Unit test
- End of marking period benchmark

Accommodations/Modifications:

- Include familiar visuals.
- Use simplified language.
- Provide a study guide.
- Limit answer choices.
- Read and review directions out loud.
- Chunk assessments into smaller sections.
- Reuse examples previously presented in lessons and exercises.
- Reuse graphic organizers and diagrams previously learned.
- Extend time.

Performance Assessments:

- Create a poster illustrating the steps of the scientific method centered on an example scientific question.

Accommodations/Modifications:

- Outline the requirements for the poster.
- Model what the end result should look like.
- Provide a website for ideas on scientific questions.
- Provide the option of working with a partner.
- Provide the option of creating a Power Point.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: ELL Beginner

Course Number: 050100

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: ELL Beginner – Unit 7 Matter</p>	<p>Unit Summary: The goal of this unit is to develop the language of science students need to understand the properties and states of matter. This unit will establish a foundation so student can engage in discourse about atoms, elements and compounds, and examine the subatomic structure. The unit also exposes students to the language used for standard units of weights and measure and the scientific instruments use to evaluate matter.</p>
<p>Grade Level(s): 9 - 12</p>	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What use of the present simple is used to discuss matter? 2. What is the rule for 3rd person singular? 3. What type of nouns are matter, mass, volume, and weight? 4. What are the four states of matter? 5. What is made of matter? 6. How is matter defined? 7. From what is matter made? 8. What are elements? 9. What are molecules? 10. What are compounds? 11. What is the subatomic structure of an atom? 12. How is the state of matter related to the motion and 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. The present simple is used to discuss truths and facts about matter. 2. Add –s or -es to the verb for the third person singular. 3. Matter, mass, volume and weight are an uncountable nouns. 4. The four states of matter are solid, liquid, gas, and plasma. 5. All things in the natural world are made up of matter. 6. All matter takes up space and has mass. 7. All matter is composed of atoms. 8. Elements are composed of one type of atom and cannot be broken down into simpler substances. 9. Molecules are composed of two or more atoms and are the smallest unit of an element. 10. Compounds are composed of two or more separate elements. 11. The subatomic particles of an atom are protons, neutrons, and electrons. 12. Molecules have space between them and are continuously in motion. Molecules of matter attract each other due to force of attraction. 13. Matter is measured either by mass, density, volume or pressure. 14. A graduated cylinder, scale, balance, and gauge are common scientific instruments to weigh matter.

<p>arrangement of its molecules?</p> <p>13. How is matter measured?</p> <p>14. What scientific instruments used to measure matter?</p> <p>15. What are the units of measurement used?</p> <p>16. What are the properties of matter and how can these properties change?</p> <p>17. What is the difference between a physical change and a chemical change?</p> <p>18. What is the atomic number and how is it determined?</p> <p>19. What is atomic mass and how is it determined?</p>	<p>15. International System of Units (SI) is the standard units of weights and measures.</p> <p>16. Matter can be described by physical properties and chemical properties. The size, shape, ability to rust, flammability, state and smell indicate either chemical or physical properties.</p> <p>17. During a chemical change, new substances with different properties are produced; during a physical change the form or appearance of matter changes.</p> <p>18. The number of protons in an atom's nucleus determines the atomic number.</p> <p>19. The number of protons and neutrons in an atom's nucleus determine the atomic mass.</p>

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>WIDA OR NJCCCS or CCSS</u>
1. Identify the use of the present simple: truth and facts.	1. WIDA Standard 1
2. Implement the rule for 3rd person singular.	2. WIDA Standard 4
3. Explain why matter, mass, volume, and weight are uncountable nouns.	3. WIDA Standard 4
4. Define matter.	4. Science - 5.2.8.A.1
5. Identify the three states of matter.	5. Science - 5.2.8.A.3
6. Describe the structure of an atom.	6. Science - 5.2.8.A.5
7. Define element, molecule and compound.	7. Science -5.2.8.A.5
8. Identify two properties by which matter can be described.	8. Science - 5.2.8.A.6
9. List properties that can be observed during physical changes or chemical changes.	9. Science – 5.2.8.A.6
10. Distinguish the changes that matter undergoes during physical changes versus chemical changes.	10. Science – 5.2.8.B.1
11. Determine and define ways to measure the states of matter (mass, volume, density and pressure).	11. WIDA Standard 4
12. Identify tools used to measure matter and the units of measurement.	12. WIDA Standard 4
13. Convert units of measurement.	13. WIDA Standard 3
14. Distinguish between the atomic number and the atomic mass of an atom.	14. WIDA Standard 4

Inter-Disciplinary Connections:

Language Arts - Defining the key terms associated with matter.

Math – Convert units of measure. Complete science-based math activity sheet.

Technology - Use the internet to convert American units of measurement to SI.

Students will engage with the following text:

- *Prime Science The Nature of Matter*
- *Glencoe Physical Science: Matter*
- *Reading Essentials for Earth Science (An Interactive Student Textbook)*

Students will write:

- Modified Cornell Notes on atoms, the properties of matter, the parts of matter, and how matter is measured.
- Definitions of key terms relating to matter.
- Factual statements regarding the elementary aspects of matter.
- Observations on the physical properties of different types of matter.
- Expository text regarding matter and the structure of an atom.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Direct instruction.
- Modified Cornell notes.
- Unpack vocabulary, visuals, and definitions using a graphic organizer.
- Repeat pronunciation of key terms.
- Write and draw the forms of matter.
- Identify the nouns.
- Listening exercise: Bill Nye Science Guy's video on Matter with companion video focus questions.
- Read excerpts from *The Nature of Matter* and answer comprehension questions.
- Examine the sentence structure and language concepts to discuss matter.
- Diagram the structure of an atom.
- Differentiate between elements and compounds.
- Examine statements about matter and find the grammatical errors.
- List examples of matter that has undergone physical changes versus chemical changes.
- Evaluate if shape, ability to rust, flammability, state and smell, indicates a physical or chemical property.
- Use the internet for unit conversions.
- Practice using scientific instruments to measure matter.
- Complete science-base math activity on measurements
- Determine the atomic number and atomic mass of the provided elements.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

- Warm up activities
- Homework assignments
- Quizzes on vocabulary, form and content
- Expository text regarding matter and the structure of an atom

Accommodations/Modifications:

- Visuals and terms prominently displayed for reference and support.
- Use of simplified language supported with visuals.
- Use of different colors, bold faced and italicized text to focus students' attention on key words.
- Reuse examples and visuals covered in previous lessons.
- Provide a study guide for quizzes.
- Provide the format and a rubric for the expository text.

Summative Assessments:

- Unit test
- End of marking period benchmark

Accommodations/Modifications:

- Include familiar visuals.
- Use simplified language.
- Limit answer choices.
- Read and review directions out loud.
- Chunk assessments into portions.
- Provide word bank.
- Reuse examples previously presented in lessons and exercises.
- Reuse graphic organizers and diagrams previously learned.
- Allow for extended time.
- Provide a study guide prior to assessments.

Performance Assessments:

- Conduct a mini experiment and record observations of chemical changes produced.
- Present the results to the class in an oral presentation.

Accommodations/Modifications:

- Arrange cooperative learning groups to ensure effective work and socialization skills.
- Select learning verbs for each group that are suitable for group's proficiency level.
- Provide simplified step-by-step instructions.
- Provide a simplified rubric.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: ELL Beginner

Course Number: 050100

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: ELL Beginner – Unit 8 Our Solar System</p>	<p>Unit Summary: The goal of this unit is to develop the language of science students need to understand our solar system. Students will learn the vocabulary to engage in discourse about the celestial bodies of our solar system and the gravitational force of the sun that holds them in orbit. Students to expand their knowledge of adjectives through the functions and rules in using comparatives and superlatives.</p>
<p>Grade Level(s): 9 - 12</p>	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What is an adjective? 2. What is a comparative and how is it formed? 3. What is a superlative and how is it formed? 4. What are the spelling rules for comparatives and superlatives? 5. What is a solar system and what does ours consist of? 6. How does the solar system stay together? 7. What are the names and the order of the planets in our solar system? 8. What are the similarities and differences between the inner planets and the outer planets? 9. What separates the inner planets from the outer planets? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. Adjectives are used to describe nouns. 2. Comparatives compare two things with the use of “than”. They are generally formed using –er. 3. Superlatives compare two or more things. Superlatives use “the” because there is only one. They are generally formed using –est. 4. Comparatives and superlatives forms depend on the number of syllables there are in the adjective. 5. A solar system refers to a star and all the objects that travel in orbit around it. Our solar system consists of the sun, eight planets and their moons, asteroids and comets. 6. The sun is the largest object in the solar system; therefore, the gravitational force is the strongest of all the other objects in our solar system. The planets revolve in the same direction around the Sun in elliptical orbits. 7. The planets in our solar system are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune. The four inner planets orbit closest to the sun, are composed mostly of rock, and are smaller and denser than their counterparts. The four outer planets are called the gas giants and make up 99 percent of the mass of the celestial bodies that orbit the sun. 8. Planets can be categorized as inner or outer planets according to density, composition, and size. 9. The asteroid belt separates the inner and outer planets. They are left over pieces of rock that vary greatly in size. The smallest being the size of small

	pebbles, while the largest is miles in diameter.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>WIDA OR NJCCCS or CCSS</u>
1. Differentiate between comparatives and superlatives. 2. Apply the spelling rules to form comparatives and superlatives. 3. Identify the objects in our solar system. 4. Explain what holds the planets in orbit around the sun. 5. Identify the eight planets closest to the sun to the furthest. 6. Describe the eight planets using adjectives. 7. Identify and differentiate between the inner planet and the outer planets. 8. Compare and contrast the eight planets. 10. Describe the asteroid belt.	1. WIDA Standard 1 2. WIDA Standard 1 3. WIDA Standard 4 4. Science - 5.4.6.A.3 5. Science - 5.4.6.A.4 6. WIDA Standard 4 7. WIDA Standard 4 8. WIDA Standard 4 9. WIDA Standard 4 10. WIDA Standard 4

Inter-Disciplinary Connections:

<p>Language Arts – Select a celestial body in our solar system and write a “Which object am I?” description in the first person.</p>
<p>Math – How much do you weigh on other planets?</p>
<p>History – Learn how the planets were named. (Ancient Roman Gods)</p>
<p>Technology – Interactive NASA website.</p>

Students will engage with the following text:

<ul style="list-style-type: none"> • <i>Wonders of Science The Earth and Beyond</i> • Benchmark Discovery <i>Our Solar System: Earth</i>
--

- *Starting Point Magazine Article: Our Solar System*

Students will write:

- Modified Cornell Notes
- Definitions of key terms relating to the solar system
- A “Which object am I?” description in the first person.
- Comparison of the planets

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Direct instruction.
- Modified Cornell notes.
- Unpack vocabulary, visuals, and definitions using a graphic organizer.
- Practice pronunciation of key terms.
- Venn diagram comparing and contrasting comparatives and superlatives.
- Identify the adjective and construct its comparative and superlative form.
- Listening exercise: United Streaming video on the solar system and video focus questions.
- Listening exercise: Bill Nye video on the solar system with video focus questions.
- Read exerts from *Our Solar System: Earth* and **complete about-point activity sheet.**
- Read three exerts from *The Earth and Beyond: The Parts of the Solar System, The Inner Planet, and The Outer Planets* and complete the comprehension questions for each texts.
- Read Starting Point: Our Solar System and complete a fact sheet.
- Examine the sentence structure and language concepts to discuss the solar system.
- Diagram the celestial bodies of our solar system.
- Summary with illustrations on the sun, the planets, and the asteroid belt.

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

- Warm up activities.
- Homework assignments.
- Respond to oral comprehension checks.
- Quizzes on vocabulary, adjectives and content.
- Summary with illustrations.

Accommodations/Modifications:

- Visuals and terms prominently displayed for reference and support.
- Use of simplified language supported with visuals.
- Check for comprehension on regular basis.
- Use of different colors, bold faced and italicized text to focus students' attention on key words.
- Allow for extended time.
- Provide a study guide for quizzes.
- Provide the format and a rubric for the expository text.

Summative Assessments:

- Unit test
- End of marking period benchmark

Accommodations/Modifications:

- Include familiar visuals.
- Use simplified language.
- Limit answer choices.
- Read and review directions out loud.
- Chunk assessments into portions.
- Provide word bank.
- Reuse examples previously presented in lessons and exercises.
- Reuse graphic organizers and diagrams previously learned.
- Extend time.
- Provide a study guide prior to assessments.

Performance Assessments:

- Investigate a planet via a mini research assignment and create a Power Point presentation.
- Present the results to the class in an oral presentation.

Accommodations/Modifications:

- Arrange cooperative learning groups to ensure effective work and socialization skills.
- Select learning verbs for each group that are suitable for group's proficiency level.
- Provide simplified step-by-step instructions.
- Provide a simplified rubric.